

SCHOOL EDUCATION PLAN MANUAL

Exshaw School

Canadian Rockies Public Schools

“If you have more than 3 priorities then you don’t have any.” ~ Jim Collins

CRPS Education Plan - Year Four

Priority 1: Health and Wellness

Outcome: Learning and Working Environments Support the Positive Well-Being of Staff and Students

Strategies:

- Continue the implementation of divisional and school-based wellness plan, enduring alignment with AP271 Healthy School Communities and providing a continuum of supports model to address students' sense of belonging and mental well-being, inclusive of anxiety, depression, and self-esteem.
- Continue the implementation of AP271 Healthy School Communities, to support active living and healthy eating.
- Work collaboratively with students, staff, and other stakeholders to build and foster effective relationships.
- Foster inclusive learning environments where all learners are valued and treated with dignity and respect.
- Establish staff advocates within schools to support students, helping to ensure families and students engage with wrap around and community supports.
- Maintain, improve, and annually assess accessibility to facilities, grounds, play spaces and equipment in and around schools that support safe and healthy school communities.

Performance Measures:

(CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.

(CRPS) Percentage of students who indicate that they have positive self-esteem and who feel safe attending school.

(CRPS) Percentage of students who experience anxiety and/or depression.

(CRPS) Percentage of students who feel that their learning environment is inclusive.

(ABEd) Welcoming, Caring, Respectful and Safe learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

(ABEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

CRPS Education Plan - Year Four

Priority 2: Engaged Learning

Outcome: Students and Staff are Meaningfully Engaged in Their Learning

Strategies:

- Focus on enhancing student achievement across all subject areas, targeting student interventions in numeracy and literacy to ensure at least one year's growth.
- Continue to enhance teachers understanding and implementation of the Teaching Effectiveness Framework ensuring students are provided with authentic, relevant, experiential/hands-on learning opportunities that develop K-12 core competencies.

Performance Measures:

(CRPS) Percentage of students who find their learning interesting and relevant.

(CRPS) Percentage of students who indicate that they have had many opportunities to engage in real-world, experiential learning.

(CRPS) Percentage of students who state that student voice counts in their school.

(CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.

(CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.

(ABEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

(ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

(ABEd) Citizenship: Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.

(ABEd) High school completion results.

(ABEd) Provincial Achievement Test results.

(ABEd) Diploma examination results.

CRPS Education Plan - Year Four

Priority 3: Student Supports

Outcome: Individual Growth and Success Fostered in Every Student

Strategies:

- Enhance teacher capacity to address the growth and success of all students, in particular English as an Additional Language (EAL) and First Nations, Métis, and Inuit students.
- Foster deep learning by developing students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths, and areas of need and set new learning goals.
- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance their instructional leadership skill, with a specific focus on supporting teachers in the use of differentiated instruction and assessment for learning.
- Continue to engage with community partners to enhance the opportunities available through the CRPS continuum of supports and services, including wrap around services for students and families.
- Continue to promote and support involvement of parents as partners in their child's education.
- Advance mutual interests with municipalities and improve revenue generation opportunities to support student learning opportunities and withstand diverse economic conditions.

Performance Measures:

(CRPS) Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.

(CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.

(CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn.

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CRPS Education Plan - Year Four

Priority 3: Student Supports Con't

(CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis, and Inuit peoples.

(CRPS) Percentage of students who indicate that they have learned about First Nations, Métis, and Inuit people in school.

(ABEd) High school completion results for students/First Nations, Métis, and Inuit students.

(ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.

(ABEd) Diploma exam results for students/First Nations, Métis, and Inuit students.

(ABEd) Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Outcome 2: Students are Literate and Numerate

Strategies:

- Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard.
- Provide teachers and leaders with opportunities to engage in high quality literacy and numeracy professional learning.
- Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 12 within a collaborative response model.

Performance Measures:

(CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process.

(CRPS) Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.

(CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

(CRPS) Percentage of students who enter their grade with foundational literacy skills.

(CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 3).

(ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.

01

SCHOOL CONTEXT

“I love Exshaw school and all of the learning opportunities about tradition that have started happening”. 23/24 Parent Survey

Land Acknowledgement

CRPS acknowledges that our school division sits on ancestral and traditional lands of many North American Indigenous Peoples. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are with us today and those who have gone before us.





principal's message

Jody Keon

At Exshaw School it is a priority to ensure that learning environments are welcoming, caring, respectful, and safe. We follow the Circle of Courage philosophy, whereby Belonging, Generosity, Independence and Mastery are discussed daily and celebrated monthly.

Teachers at Exshaw School feel that they have worthwhile professional development to support them and we continue to identify and implement strategies that support student and teacher well-being.

We are fortunate to have Knowledge Keepers join us regularly to support students and staff in recognizing and addressing the learning needs of First Nations, Métis, and Inuit students as defined by the Teaching Quality Standard #5.

At Exshaw School we follow an “away for the day” policy as a way to encourage students to interact, play sports join clubs and take a break from social media. Teachers indicate that digital citizenship is routinely incorporated into their instruction.

Partnerships with the RCMP, Iyarhe Nakoda Youth Outreach Program, Spirit North, promote family and student outreach for help and support. We are focused on students' social-emotional needs, recognizing that academic catch-up can occur when students are emotionally ready.



our mission

Creating a better world through transformational education that celebrates nature, diversity and well-being.

our vision

Learning Together for Student Success



our beliefs

We Believe:

- **All students are capable of success and that success is measured in many ways.**
- **In mutual respect, trust and responsible citizenship in a safe and caring Exshaw School Culture**
- **In celebrating diversity**

In enhancing learning through communication and teamwork with all members of the learning community

Celebrating belonging at Exshaw School



school

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profile

Kindergarten to Grade 8
181 Students, 98% Indigenous fr. Mini Thni
15 Teachers
8 Support Staff



unique features

Stoney Language, Gr's K-2
Knowledge Keepers who share
authentic and relevant traditional
knowledge
Breakfast and Hot Lunch Program for
all students
Land based learning with our Outdoor
Learning Centre

assurance statement

I, Jody Keon, certify that the Exshaw School Annual Results Report for Exshaw School was developed in consultation with staff and with advice from the Exshaw School Council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.



Principal Signature

02

OVERVIEW

Parent quote: “My children are eager to go to school. They both enjoy it. It makes me feel confident about their future learning journey”.

overview of accomplishments

Priority 1: Health and Wellness

- Teachers feel that they have professional development to support them and we continue to identify and implement strategies that support student and teacher well-being.
- Teachers indicate that digital citizenship is routinely incorporated into their instruction to promote online safety for all students at home and at school.
- Free, healthy breakfast, snacks and lunch options are provided to all students

overview of accomplishments

Priority 2: Engaged Learning

- 89% of Grade 4-6 students at EXS reported feeling interested and motivated to learn. This is higher than both CRPS and Canadian averages.
- The majority of students at EXS agree that their feedback is valued and used to make decisions at the school.
- 100% of teachers feel that professional learning focused on the Teaching Effectiveness Framework is effective has contributed to their ongoing professional growth.

overview of accomplishments

Priority 3: Student Supports

- 100% of Exshaw School teachers feel that they have been provided with an opportunity to build their foundational knowledge of FNMI people
- Aligned systems and structures (continuum of supports, referral forms, collaborative team meetings, student support team meetings) in order to better support students academic and social emotional needs
- P.A.T. results are trending in the upward direction in Mathematics, Language Arts and Social Studies. More students are achieving the acceptable standard

steps already taken in 2023/24

The Wellness team at Exshaw School is committed to executing our EXS wellness plan, integrating Indigenous Ways of Knowing into staff meetings for trauma-informed learning. Student voice remains central, guiding the creation of clubs and passion projects. We aim to establish a universal language around the Circle of Courage for all. House Teams have been developed with, students and staff surveyed for feedback on teams and colours while being connected to the Circle of Courage, led by our Learning Support Teacher. Additionally, the Success Teacher and Indigenous Services Coordinator have conducted Your Voice Matters surveys in-house. While attendance fluctuations occur, we're optimistic for increased student engagement in school activities.

Exshaw School implements UFLI Foundations as part of a literacy initiative, enhancing reading proficiency in Gr.'s 1-5 classes with explicit and systematic instruction. A dedicated .5 reading teacher bolsters intervention efforts. Teachers are deepening their understanding of the five pillars of reading, enhancing their teaching skills. Additionally, professional learning sessions on LLI, F&P, and UFLI are offered during Professional Learning time and by the reading teacher, benefiting new staff. These initiatives empower teachers, foster confidence, and enrich teaching practices, ultimately advancing literacy outcomes for students.

priority areas of focus



Priority 1: Health and Wellness

- Wellness team will follow through with our action items in our EXS wellness plan.
- Continue weaving Indigenous Ways of Knowing into Staff meetings to touch on trauma informed learning.
- Continue to listen to student voice- in order to provide, clubs and passion projects
- Create a universal language around the Circle of Courage for all students and staff to follow.
- House Teams

Priority 2: Engaged Learning

- Ensure all new teachers are engaged in a mentorship program and experienced teachers continue to hone their instructional practices based on current research
- Support Jr. High students with interest and motivation in their learning

priority areas of focus



Priority 3: Engaged Learning

- Continue to embed high interest CTF courses for Grades 7 and 8 and develop ways for K-6 students to participate in hands on learning tasks.
- Continue partnerships, such as, the UofC Veterinarian students with authentic hands-on learning.
- Continue student leadership groups to hear their voice

Priority 4: Student Supports

- Continue the divisional literacy initiative, Exshaw School teachers have implemented UFLI Foundations in K-4 classes. UFLI is an “explicit and systematic program that teaches students the foundational skills necessary for proficient reading”.
- Having a .5 reading teacher is supporting our systems to improve interventions in reading.
- Dig deeper into Numeracy practices to build foundational knowledge.

03

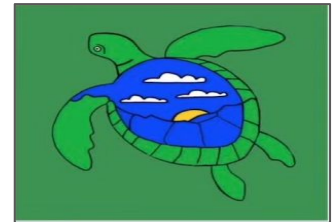
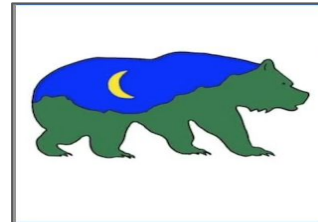
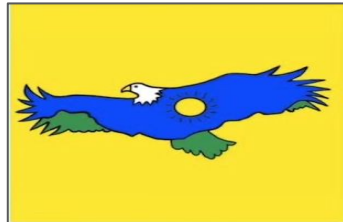
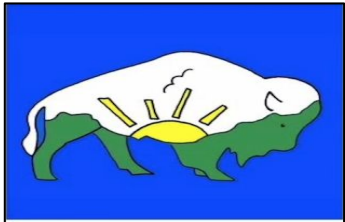
HEALTH AND WELLNESS

Outcome: Learning and working environments support the positive well-being of students and staff.

priority action steps

Outcome: Learning and working environments support the positive well-being of students and staff.

- The design of the house team animals has been led by R. Ellis our Learning Support Teacher. This is a collaborative effort between the students, staff, principal, ESA coordinator, and Knowledge Keepers. Each animal and colour chosen holds significance and symbolism, reflecting the values and spirit of the school community. Through this design, we aim to foster a sense of unity, pride, and belonging among students, staff, parents and stakeholders. Moreover, integrating indigenous knowledge and perspectives in the selection process ensures cultural relevance and respect. By embracing these symbols, we create opportunities for learning, understanding, and celebrating diversity within our school environment.





Outdoor Learning Center
Programming

04

ENGAGED LEARNING

Outcome: Students and staff are meaningfully engaged in their learning.

priority action steps

Outcome: Students and staff are meaningfully engaged in their learning.

- Focus on enhancing student achievement across all subject areas, targeting student interventions in numeracy and literacy to ensure at least one year's growth.
- Continue to enhance teachers understanding and implementation of the Teaching Effectiveness Framework ensuring students are provided with authentic, relevant, experiential/hands-on learning opportunities that develop K- 8 core competencies.

Students express high engagement levels, prompting requests for additional clubs and intramurals. Genius hour on Full Day Fridays fosters student creativity and passion projects and is a plan for next year. The establishment of aligned systems and structures, including a continuum of supports and collaborative team meetings, aims to better address students' academic and social-emotional requirements.



Player	1	2	3	4	5	6	7	8	9	10	Total
Shelton	2	22	22								22
Soldo	2	1	2	2							8
Ellis	2	1	2	2							17
Yuma	2	1	2	2							25
Evan	2	1	2	2							3

Player	1	2	3	4	5	6	7	8	9	10	Total
Walt	6	1	1	2	2						16
Parsons	1	1	1	1	1	1	1	1	1	1	24
Loyola	1	1	1	1	1	1	1	1	1	1	30
Parrelli	1	1	1	1	1	1	1	1	1	1	32
Zack	1	1	1	1	1	1	1	1	1	1	16
Wesley	1	1	1	1	1	1	1	1	1	1	46



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Zack	1	1	1	1	1	1	1	1	1	1	16
Wesley	1	1	1	1	1	1	1	1	1	1	46

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Parrelli	1	1	1	1	1	1	1	1	1	1	32
Zack	1	1	1	1	1	1	1	1	1	1	16
Wesley	1	1	1	1	1	1	1	1	1	1	46

LET'S BOWL

PUB DOM

Grade 8 Physical Education Field Trip

05

STUDENT SUPPORTS

Outcome: Individual growth and success is fostered for every student.

priority action steps

Outcome: Individual growth and success is fostered for every student.

- Empower teachers to design authentic and worthwhile learning experiences that embed Indigenous ways of knowing
- Engaging parents to support student learning
- Develop teacher competency within TQS 5: Applying Foundational Knowledge about First Nations, Métis and Inuit
- Focus on student achievement across all subject areas and in particular in language arts and math.

Exshaw School prioritizes parent involvement in learning celebrations and monthly school council meetings. A dedicated Speech and Language Pathologist (SLP) aids language development, crucial for students with Independent Program Plans. Educational Assistants conduct daily small group and 1:1 sessions to achieve student goals. Planned Professional Learning sessions are provided related to SLP support. Parent engagement is fostered through newsletters, social media, and School Council initiatives. The impact of OT/SLP supports is monitored closely, while lessons integrate Indigenous Ways of Knowing across disciplines, enriching the educational experience.



06

STUDENT SUPPORTS

Outcome: Students are literate and numerate.

priority action steps

Outcome: Students are literate and numerate.

- Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard.
- Provide teachers and leaders with opportunities to engage in high quality literacy and numeracy professional learning.
- Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 8 within a collaborative response model.

Exshaw School integrates UFLI Foundations into Gr.'s 1-4 classes as part of a divisional literacy initiative, emphasizing explicit and systematic reading instruction. Teachers focus on bolstering confidence and deepening understanding of the five pillars of reading to refine their teaching techniques. Furthermore, professional learning sessions on LLI, F&P, and UFLI are offered by the reading teacher, and Professional Learning opportunities support the ongoing development of new staff. These initiatives aim to elevate reading instruction and outcomes school-wide. Moving forward, Numeracy will be an area of focus for next year.

Knowledge Keepers Tracey and Philomene Stephens support attendance awards at Exshaw School

